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Module 10: Youth Activism in Global Perspective (2010)

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Module 10: Youth Activism in Global Perspective (2010)

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Note to Educators:

The Teaching Beyond September 11th curriculum project seeks to capture the events of the two decades (2001-2021) following 9/11 as a means for youth to understand the post-9/11 global order. Developed by a team of educators from the University of Pennsylvania in collaboration with international scholars, practitioners, and community activist leaders, each stand-alone module is grounded in at least one of six identified themes and is anchored in an event in a particular year following 9/11. The curriculum does not need to be taught sequentially. Lessons within a module may be taught sequentially or individually unless specified.

The curriculum is ideal for advanced high school and early college students. Educators are encouraged to adapt lessons to meet the needs of their classroom and student academic level. The curriculum framework at the end of this document highlights guiding questions for students to grapple with and enduring understandings that we wish for students to glean from these lessons.

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Module 10: Youth Activism in Global Perspective

Primary Theme: **Solidarity and Social Justice**

Secondary Theme: **Democracy and Rights**

Year in focus: **2010, 2011**

Grades: **11 and 12 and freshman college**

Entry points (subject area): **Global History**

Module Context:

December 2010 is when the first of the Arab Uprisings began (in Tunisia), though the movement gained traction the following year. It is important for young people to understand the ways in which these movements were - in part - galvanized by the new, post-9/11 world order. The role of social media and “hashtag activism” are explored in this context as a way to connect to other movements for social change.

Module Goal

Students will be able to use their independent learning to critically assess representation of the Middle East and North Africa by exploring the Arab Uprisings from the perspective of protestors and analyzing connections between the Arab Uprisings and social movements in the United States during this time period. Students will be able to analyze the ways in which social justice claims are articulated and how issues are framed to the public.

Module Overview

This module provides students with an in-depth look at social movements in the Middle East and North Africa and invites them to consider how these movements, led in large part by younger generations, challenge stereotypes about the region and people of the Middle East that have persisted since 9/11.

Lesson 1 – Representation and the Arab Uprisings

This lesson introduces students to the context and consequences of the Arab Uprisings in North Africa and the Middle East in 2010 and 2011. Using the Arab Uprisings as an example, students will learn about how the Middle East has been represented historically as an “exception” to the idea that democracy is a form of governance that can thrive in all regions of the world. Students will challenge this understanding by closely examining the demands of protestors in multiple countries in North Africa and the Middle East and compare their observations to the notion of “Middle Eastern exceptionalism.”

Lesson 2 – Framing Justice in #Hashtags: A Legacy of the Arab Uprisings

In this lesson, students will learn about the development of hashtag activism and the concept of “framing” to analyze claims being made about injustice and rights in the public arena. Through a focus on the Arab Uprisings and Occupy Wall Street protests, students will learn how to critically examine claims-making and will appreciate parallel values and grievances in movements unfolding in different regions of the world.

Curriculum Connections:

Module 7: Understanding Islamophobia

Module 15: Muslim Youth and Resistance

Module 16: Rising Youth Activism

Lesson 1. Representation and the Arab Uprisings

Overview, Background Resources and Materials Needed

This lesson introduces students to the context and consequences of the Arab Uprisings in North Africa and the Middle East in 2010 and 2011. Using the Arab Uprisings as an example, students will learn about how the Middle East has been represented historically as an “exception” to the idea that democracy is a form of governance that can thrive in all regions of the world. Students will challenge this understanding by closely examining the demands of protestors in multiple countries in North Africa and the Middle East and compare their observations to the notion of “Middle Eastern exceptionalism.”

Background reading and resources for educators before Lesson 1:

It would be beneficial for the educators to review:

1. Bayat, Asef. 2013. ***Life as Politics: How Ordinary People Change the Middle East***. Stanford: Stanford University Press.
 - Chapter 1: “The Art of Presence” (will provide the educator with a sense of the prevailing perceptions of the Middle East and North Africa and how the Arab Spring and everyday life in the region challenge those perceptions; excerpts available here: https://www.sup.org/books/extra/?id=22414&i=Excerpt_from_Chapter_1_pages)
2. “**What is Orientalism?**” **Reclaiming Identity: Dismantling Arab Stereotypes** (for an overview of the meanings of “Orientalism” and how it came to be understood by Edward Said) <http://arabstereotypes.org/why-stereotypes/what-orientalism>
3. Video: “**Remembering the Arab Spring: Tunisia**” published by Al Jazeera English (provides a quick 5-minute overview of the start of the Arab Uprising protests in Tunisia) <https://www.youtube.com/watch?v=Of43xopCWs>

Key Terms in Lesson 1:

- **Arab Spring:** The wave of protests and revolutions against authoritarian regimes across North Africa and the Middle East during 2010 and 2011. Observers referred to the protests and revolutions as a “spring” to connote new beginnings and a shift from authoritarian rule. The term “spring” also connects to several historical events, including a wave of revolutions in 1848 against monarchies in Europe (referred to as the “Springtime of Nations” or “Springtime of the Peoples”) and reforms undertaken in Czechoslovakia in the 1960s deemed the “Prague Spring.”
- **Arab Uprisings** (the term used in this module): The wave of protests against authoritarian regimes across North Africa and the Middle East during 2010 and 2011. The term emphasizes the events as “uprisings” because many of the states did not experience revolutions or

fundamental changes to the political and social structures that govern everyday life. In this way, the events did not usher in new beginnings in most states, which the term “spring” implies.

- **Orientalism:** A term developed by scholar Edward Said to refer to the academic study of the Middle East. Said regards Orientalism as a paradigm through which scholars have emphasized the Middle East (historically termed the Orient) as a place that is fundamentally different from the Occident (or the West). The paradigm represents the Middle East through a series of stereotypes that emphasize the region (and its societies) as unchanging, unmodern, and worthy of fear.
- **Exceptionalism:** The notion that something or someone is an “exception” compared to existing norms and practices. For instance, the term “American exceptionalism” is embedded in our culture as the idea that specific values, such as individual freedom, are specific to the United States and therefore make it an exception to values embraced in the rest of the world.
- **Middle-East Exceptionalism:** This term refers specifically to the notion that the Middle East is an inhospitable site for democracy and civil rights, making it an exception to the idea that democracy is a form of governance that can thrive in all regions of the world.

Materials for Lesson 1:

1. Lesson 1 Slide Deck
2. Lesson 1, Handout 1. **Blank map of MENA region with word bank** (1 per student)
3. Lesson 1, Handout 2. **The Arab Uprising in Pictures** (1 per student)
4. Reading: **Chapter 1: A Revolutionary Wave?** from *Arab Uprisings: What Everyone Needs to Know* by James Gelvin. 2015. Oxford: Oxford University Press. (1 copy per student)
4. Reading: “Arab Spring: An Interactive Timeline of Middle East Protests” by *The Guardian* to be projected on-screen (link may be shared with students). Note: this requires “flash player” to work. <https://www.theguardian.com/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>
5. Photo collage sources:
 - **Al Jazeera English Flickr:** <https://www.flickr.com/photos/aljazeeraenglish/>
 - **Getty Images:** <https://www.gettyimages.com/photos/arab-spring>
 - **American University in Cairo’s digital collection series “University on the Square”**
<http://digitalcollections.aucegypt.edu/digital/search/collection/p15795coll7!p15795coll19/searchterm/digital%20images/field/formatb/mode/exact/conn/and/order/date/ad/as>
6. Optional rubric to assess the homework/extension digital collage activity

Lesson 1. Representation and the Arab Uprisings

Learning Plan

Opening – 10 minutes

Purpose: The map exercise gets students curious and prepares them to understand how protests unfold across the region.

[Lesson 1 Slide Deck, Slide 2] Project blank map of the MENA region onto the screen.

[Lesson 1, Handout 1]. **Distribute a blank map of the Middle East and North Africa to students.**

Invite student to attempt to fill in the map with the names of the countries in a word bank.

[Lesson 1 Slide Deck, Slide 3] After a few minutes, show students a map of the region with the countries listed and ask them to correct their responses on their map.

Ask students to keep their maps out during the lesson so that they can visualize an understanding of how protests unfold across the region.

[Lesson 1 Slide Deck, Slide 4] You may wish to project Slide 5 as it gives additional geographic context to the region.

Suggest that students think about their pre-existing geographic knowledge of the region during the lesson and what they may need to unlearn.

Note: Most students may find this exercise challenging, but it will make them aware of how much there is to learn about this region, which is not homogenous.

Key Concepts – 10 minutes

Purpose: This part of the lesson provides students with an understanding of how politics in the Middle East has historically been understood and informs them of the Arab Uprisings as an example that departs from these historical understandings.

Invite students to **share their thoughts about what words or ideas come to mind when they think about the Middle East** (for example, they may think of a particular country or a custom).

Student contributions can segue into an opportunity to discuss what types of political systems have existed historically in the region.

[Lesson 1 Slide Deck, Slide 5]. **Prior to 2011**, the following systems prevailed in the region:

- **Absolute monarchies** (royal families exert primary political control): Saudi Arabia, Oman, Qatar
- **Constitutional monarchies** (royal families share power with elected officials): Morocco, Jordan, Kuwait, Bahrain, United Arab Emirates
- **Autocracies** (absence of free elections, consistent and unchanging leadership): Algeria, Tunisia, Libya, Egypt, Yemen, Syria
- **Democracies** (regular elections, generally judged as free and fair): Turkey, Lebanon, Israel, Iraq, and Iran (though Iran is a theocracy).

[Lesson 1 Slide Deck, Slide 6]. Explain to students that the relative absence of democracies in the region have led some observers to claim that the Middle East and North Africa are not conducive to democracy, which is called “Middle Eastern exceptionalism” (discussed in educator’s Bayat reading). The claim is that the values and culture of the Middle East are incompatible with values of freedom, autonomy, and human rights. **This is the first critical concept for students to understand so that they can better appreciate the significance of the Arab Uprisings and observe that the notion of “Middle Eastern exceptionalism” is false.**

Depending on students’ understanding of “Middle Eastern exceptionalism,” you may need to explain its origins.

Points to highlight:

- The notion of “Middle Eastern exceptionalism” has been widely accepted as an explanation for Middle Eastern politics because scholarship about the region **has been influenced by stereotypes of the region and its inhabitants that were circulated during the period of colonialism** (which began in the mid-15th century and continued until the mid-1970s).
- These stereotypes emerged from colonial writers (travelers and colonists) who wrote about the region. **The stereotypes have come to be referred to as “Orientalism”** (discussed in educator resource “What is Orientalism?”) and generally portray the region and people in four distinct ways:
 1. As fundamentally **DIFFERENT** than people in the West (which inspires the “Middle Eastern exceptionalism” notion that the region does not share the same values of freedom and rights);
 2. As **ETERNAL** and unchanging, which means that they are regarded as inhospitable to change and modernity and prefer to embrace traditions;

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3. As **ABSTRACT** insofar as people in the region are seldom presented as individuals but are always portrayed as part of large groups, lacking in individuality and subject to “group think”; and
 4. As a place and a people to be **FEARED** because they are portrayed as violent, perverse, and so fundamentally different than the West.
- Explain Orientalism as a set of stereotypes emerged because the colonial writers and travelers seldom had access to all parts of Middle Eastern and North African societies and often lacked language skills to learn more directly from average people living in the region, which created inaccurate representations of the cultures and politics of the region.

Application – 25 minutes

Purpose: This exercise allows students to actively interrogate the premises of “Middle Eastern exceptionalism” by examining protest photos during the Arab Uprisings.

Instruct students that you will now begin an activity to question whether the notion of “Middle Eastern exceptionalism” is an accurate and reliable way to think about the region.

Introduce the Arab Uprisings, which began in Tunisia in 2010. Briefly explain how the protests were started by Muhammad Bouazizi, who protested by self-immolation in 2010 in response to years of corruption by local municipal authorities in Tunisia that prevented him from selling goods as a vendor.

[Lesson 1 Slide Deck, Slide 7] Project the [timeline tool from The Guardian](https://www.theguardian.com/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline):
<https://www.theguardian.com/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>

The timeline provides students with an overview of how the protests unfolded across the larger region of the Middle East and North Africa. You may project this on screen or have students bring up the timeline on their laptops/tablets.

Using the [timeline tool from The Guardian](https://www.theguardian.com/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline), briefly outline how the protests spread from country to country where average people challenged decades-long dictatorships.

Pass out Lesson 1, Handout 2: **The Arab Uprisings in Pictures**.

Organize students into small groups of 3-4 students. In these groups, instruct them to examine photos of the Arab Uprisings from the handout.

[Lesson 1 Slide Deck, Slide 8] Ask each group to answer the following questions together:

1. **What are some common demands and claims made by protestors in the photographs?** (an example of a demand or claim would be “End the regime!” or “Rule by the people!”)
2. **How is the leadership portrayed in these photographs?** (for example, as monsters or devils)

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Note: Many protest posters are written in English but instruct students that non-English signs are translated in the photo captions. The photos appear from a range of countries which helps them recognize the diversity of the region and connect back to the geography aspect of this lesson.

Invite student groups to rejoin the larger class and ask them what demands they observed in the photos and how leadership in the Middle East was portrayed.

Anticipated student responses:

- Expect students to observe that a common refrain during the uprisings was for protestors to call on leaders to step down from their roles.
- From the photographs, the students will likely observe that key grievances leading protestors to demand the removal of their leadership included corruption, violence, and a general lack of freedom of speech. Students may mention that leadership is portrayed negatively through the use of imagery and words representing leaders as devils, pirates, and monsters.

Debrief – 5 minutes

Purpose: The post-activity debrief session allows students to observe a wide-range of photos of the Arab Uprisings and to consider how the perspectives of ordinary protestors challenge and/or contrast with the notion of “Middle Eastern exceptionalism.”

Invite students to articulate how the protestor demands/claims contrast with “Middle Eastern exceptionalism.” Questions to help students observe these contrasts might include prompts such as, **“Have you observed any similar demands in protests in the United States?”** or **“Might any other regions of the world, including our own, share the values and demands of demonstrators during these protests?”**

Anticipated student responses:

- Expect students to reflect on recent social movements, such as #BlackLivesMatter, to connect to the idea that people in the US also fear violence from state authorities (such as police officers) based on race and skin tone.
- Students more generally might observe that key appeals during the Arab Uprisings - to freedom and dignity - are common to some of the most recent social movements in the United States, such as #MeToo (dignity and respect of bodily autonomy) and #BlackLivesMatter (respect for Black lives).
- Students may also connect to the calls for politicians to step down for their abuses of power, as in the case with the resignation of New York Governor Anthony Cuomo after allegations of sexual harassment.

To connect back to the larger curriculum goal of understanding the continued socio-political impacts of 9/11, reiterate that cultural values, such as freedom and civil rights, are not unique to the US (a common

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refrain after 9/11 that persists today is that the attack unfolded because people in the Middle East despised American values).

Homework or Extension Activity

Purpose: The homework activity builds on the in-class lesson and allows students to critically consider how they represent the region of the Middle East and North Africa through the development of a collage. This exercise will expose students further to the demands and political agency of everyday people in the region of the Middle East, which they may seldom encounter in other sources, such as news media.

Building on the group exercise in the classroom, require that each student be responsible for collecting 7-10 additional photos to produce their own collage of the Arab Uprisings. Students can collect photographs from the Getty Images resource or the American University at Cairo's repository "University on the Square."

To accompany their collage, ask students to write a 2-3 paragraph reflection piece outlining specific examples of protestor demands and how they contrast with "Middle Eastern exceptionalism."

Upon submission of everyone's collage, a larger digital collage can be assembled of all student photographs so that students can observe their peers' selections. This could even become an artifact in the classroom and a site to revisit the lesson. Tools like padlet or jamboard can be helpful to organize the digital collection.

The **rubric** accompanying the module may be used to assess students.

Photography sources:

- Al Jazeera English Flickr (relevant albums for general protest photographs include: "Egypt's Friday of One Demand"; "Anger in Egypt – January 25, 2011", among others);
- Getty Images (search: "Arab Spring" for hundreds of protest photos, including many protest signs: <https://www.gettyimages.com/photos/arab-spring>)
- American University in Cairo's digital collection series "University on the Square" where photos of graffiti art and protest are available, including translated protest signs: <http://digitalcollections.aucegypt.edu/digital/search/collection/p15795coll7!p15795coll19/searchterm/digital%20images/field/formatb/mode/exact/conn/and/order/date/ad/asc>

Lesson 1. Representation and the Arab Uprisings

Student Handouts and Supplementary Teaching Materials

1. Lesson 1 Slide Deck Preview (8 slides) [slides to be downloaded separately]
2. Lesson 1, Handout 1: **Blank map of MENA region**
3. Lesson 1, Handout 2: **The Arab Uprising in Pictures** (3 pages)
4. Lesson 1, Educator Resource: (Optional) Rubric to assess extension activity / homework

Lesson 1 Slide Deck Preview

Representation and the Arab Uprisings

Module 10, Lesson 1

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Algeria
Bahrain
Egypt
Iraq
Iran
Israel
Jordan
Kuwait
Lebanon
Libya
Morocco
Oman
Palestine
Qatar

Saudi Arabia
Sudan
Syria
Tunisia
Turkey
United Arab Emirates
Yemen

Mapping the Middle East and North Africa (MENA) Region

Mapping the Middle East and North Africa (MENA) Region

Answer Key

Mapping the Middle East and North Africa (MENA) Region

Including surrounding countries

Political Systems Historically in the Region (Prior to 2011)

Absolute monarchies	Constitutional monarchies	Autocracies	Democracies and Republics
Royal families exert primary political control	Royal families share power with elected officials	Absence of free elections, consistent and unchanging leadership	Regular elections
Oman, Saudi Arabia, Qatar	Bahrain, Jordan, Kuwait, Morocco, United Arab Emirates	Algeria, Egypt, Libya, Syria, Tunisia, Yemen	Israel, Iraq, Iran (theocracy), Lebanon, Turkey

Middle Eastern Exceptionalism and Orientalism

Middle Eastern Exceptionalism
Used as an explanation for Middle Eastern politics due to stereotypes of the region and its inhabitants (known as **orientalism**). These stereotypes were circulated by colonial writers during the period of colonialism (mid-15th-20th centuries) and continue to shape how the MENA region is viewed.

Stereotypes grounded in orientalism generally portray the region and people in four distinct ways:

1. As fundamentally **DIFFERENT** than people in the West
2. As **ETERNAL** and unchanging over time
3. As **ABSTRACT** represented as groups rather than individuals
4. As a place and a people to be **FEARED** portrayed different than the West



Map of the Middle East and North African Region (MENA)

Identify the following countries: Algeria, Bahrain, Egypt, Iraq, Iran, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, Yemen.



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The Arab Uprising in Pictures

Directions: Click on the following thumbnails to examine photographs taken during 2010 and 2011 in what was initially called the “Arab Spring” but then came to be called the “Arab Uprisings”. What are some common demands and claims made by protestors during the demonstrations? How is the leadership portrayed in these photos?



Thumbnail #1: CAIRO, EGYPT - FEBRUARY 01: Protestors gather in Tahrir Square on February 1, 2011, in Cairo, Egypt. Protests in Egypt continued with the largest gathering yet, with many tens of thousands assembling in central Cairo, demanding the ouster of Egyptian President Hosni Mubarak. The Egyptian army has said it will not fire on protestors as they gather in large numbers in central Cairo.

Photo by Peter Macdiarmid/Getty Images: <https://www.gettyimages.com/detail/news-photo/protestors-gather-in-tahrir-square-on-february-1-2011-in-news-photo/108694153?adppopup=true>



Thumbnail #2: CAIRO, EGYPT - JANUARY 31: Protestors carry an Egyptian flag [translation: “Step down Mubarak”] through Tahrir Square on January 31, 2011, in Cairo, Egypt. As President Mubarak struggles to regain control after six days of protest he has appointed Omar Suleiman as vice-president. The present death toll stands at 100 and up to 2,000 people are thought to have been injured during the clashes which started last Tuesday. Egyptians were forming vigilante groups in order to protect their homes after Police were nowhere to be seen on the streets.

Photo by Peter Macdiarmid/Getty Images: <https://www.gettyimages.com/detail/news-photo/protestors-carry-an-egyptian-flag-through-tahrir-square-on-news-photo/108637408?adppopup=true>



Thumbnail #3: CAIRO, EGYPT - FEBRUARY 11: Anti-government protesters demonstrate on top of an Egyptian Army tank outside of the Egyptian state television headquarters on February 11, 2011, in Cairo, Egypt. Egyptians continue to protest the regime of President Hosni Mubarak, who has transferred some powers to Vice President Omar Suleiman and has now left Cairo for his home in the Egyptian resort town of Sharm el-Sheik but thus far has adamantly refused to step down from office.

Photo by Chris Hondros/Getty Images: <https://www.gettyimages.com/detail/news-photo/anti-government-protesters-demonstrate-on-top-of-an-egyptian-army-tank-on-news-photo/109002635?adppopup=true>



Thumbnail #4: SANAA, YEMEN – MARCH 25: Thousands of people attend a demonstration [signs include: “The people want to rule the system”] against President Ali Abdullah Saleh in Sanaa on March 25, 2011, as Saleh and top dissident General Ali Mohsen al-Ahmar failed to strike a deal in talks on the country's political crisis. During the rally, protesters have threatened to march to Presidential palace, raising fears of a possible repeat of the previous Friday when 52 demonstrators were gunned down by regime loyalists. Yemen is already under a state of emergency declared by Saleh just hours after bloodbath in Sanaa.

Photo by Antoine Gori/Corbis via Getty Images: <https://www.gettyimages.com/detail/news-photo/thousands-of-people-attend-a-demonstration-against-president-saleh-in-sanaa-on-news-photo/599308230?adppopup=true>



Thumbnail #5: CAIRO, EGYPT - JANUARY 29: A protestor in Tahrir Square holds a photo showing President Mubarak's face crossed out [reading "Leave Mubarak"] on January 29, 2011 in Cairo, Egypt. Tens of thousands of demonstrators have taken to the streets across Egypt in Cairo, Suez, and Alexandria to call for the resignation of President Hosni Mubarak. Riot police and the Army have been sent into the streets to quell the protests, which so far have claimed 32 lives and left more than a thousand injured.

Photo by Peter Macdiarmid/Getty Images Link: <https://www.gettyimages.com/detail/news-photo/protestor-in-tahrir-square-holds-a-photo-showing-president-news-photo/108516641?adppopup=true>



Thumbnail #6: TUNIS, TUNISIA - JANUARY 21: A protester, injured during the 'Jasmine Revolution,' is carried aloft along Avenue Habib Bourguiba by demonstrators on January 22, 2011, in Tunis, Tunisia [sign reads "Finally Freedom"]. Police officers and other public employees joined the people of Tunis to protest about their working conditions and to distance themselves from ousted former president Zine al-Abidine Ben Ali. Many officers say they are also victims of the Ben Ali regime.

Photo by Christopher Furlong/Getty Images: <https://www.gettyimages.com/detail/news-photo/protester-injured-during-the-jasmine-revolution-is-carried-news-photo/108244846?adppopup=true>



Thumbnail #7: CAIRO, EGYPT - JANUARY 30: A boy in Tahrir Square holds doctored photographs of President Hosni Mubarak [left reads "Leave, you Satan" and right sign reads "Leave, you pirate"] on January 30, 2011, in Cairo, Egypt. As President Mubarak struggles to regain control after five days of protests he has appointed Omar Suleiman as vice-president. The present death toll stands at 100 and up to 2,000 people are thought to have been injured during the clashes which started last Tuesday. Overnight it was

reported that thousands of inmates from the Wadi Naturn prison had escaped and that Egyptians were forming vigilante groups in order to protect their homes after Police were nowhere to be seen on the streets.

Broadcasts from the Al-Jazeera television network via an Egyptian satellite have now been halted.

Photo by Peter Macdiarmid/Getty Images: <https://www.gettyimages.com/detail/news-photo/boy-in-tahrir-square-holds-doctored-photographs-of-news-photo/108602537?adppopup=true>



Thumbnail #8: BENGHAZI, LIBYA - FEBRUARY 28: Libyan artists work on revolutionary posters at press center for the new interim government on February 28, 2011, in Benghazi, Libya. Officials have set up a transitional council to run day to day affairs in the eastern half of the country controlled by the opposition to the Gaddafi regime.

Photo by John Moore/Getty Images: <https://www.gettyimages.com/detail/news-photo/libyan-artists-work-on-revolutionary-posters-at-press-news-photo/109507736?adppopup=true>



Thumbnail #9: TUNIS, TUNISIA – DECEMBER 27: People hold signs reading "All Tunisians with Sidi Bouzid" and "Together with victims of Sidi Bouzid" during a demonstration, on December 27, 2010, in Tunis. A Tunisian teenager died on December 24 and ten others were injured when protestors attacked a national guard post in the central Sidi Bouzid region gripped by tensions over youth joblessness, students and the government said.

Photo by Fethi Belaid/AFP via Getty Images: <https://www.gettyimages.com/detail/news-photo/people-hold-signs-reading-all-tunisians-with-sidi-bouzid-news-photo/905565606?adppopup=true>



Thumbnail #10: TUNIS, TUNISIA - JANUARY 23: A protester who marched from the rural areas of Tunisia wears a national flag as a headdress outside the prime minister's office on January 23, 2011, in Tunis, Tunisia [wall reads in French "Death to dictatorship"]. Protesters from the countryside and the hamlet of Sidi Bouzid, the town where the 'Jasmine Revolution' started, walked through the night to descend on the Prime Minister's office where they tore down razor wire barricades and met no resistance from the police or army.

Photo by Christopher Furlong/Getty Images: <https://www.gettyimages.com/detail/news-photo/protester-who-marched-from-the-rural-areas-of-tunisia-wears-news-photo/108260590?adppopup=true>



Thumbnail #11: CAIRO, EGYPT – JANUARY 25: Egyptian demonstrators hold up placards during a protest in central Cairo to demand the ouster of President Hosni Mubarak and calling for reforms on January 25, 2011 [the sign reads: "In the beginning Tunisia and now Egypt" and the shoe is a symbol of disrespect in Middle Eastern culture]. The protesters, carrying flags and chanting slogans against the government, rallied in a protest inspired by the uprising in Tunisia which led to the ouster of Zine El Abidine Ben Ali.

Photo by Mohammed Abed/AFP/Getty Images: <https://www.gettyimages.com/detail/news-photo/egyptian-demonstrators-hold-up-placards-during-a-protest-in-news-photo/153147220?adppopup=true>



Thumbnail #12: TUNIS, TUNISIA – JANUARY 8: Tunisian demonstrators flash victory signs during a solidarity rally with the victims of Sidi Bouzid clashes on January 8, 2011, in Tunis. Last month the clashes between demonstrators and security forces that began in Sidi Bouzid, 265 km from Tunis, following the attempted self-immolation of Mohammed Bouazizi, 26, a fruit and vegetable street vendor, spread to nearby towns. The banner reads ["Freedom for all the prisoners, for Wassim and Sidi Bouzid, for the press".]

Photo by Fethi Belaid/AFP via Getty Images: <https://www.gettyimages.com/detail/news-photo/tunisian-demonstrators-flash-victory-signs-during-a-news-photo/905135994?adppopup=true>

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Module 10 Homework Assignment Rubric**Lesson Plan 1: Homework “Arab Spring Collage & Reflection”**

Criteria	Highly Developed	Developed	Emerging	Initial
Accuracy: Data collection of photographs	Student effectively collects appropriate data (7-10 photographs of the Arab Uprisings) and organizes them into a collage.	Student mostly collects appropriate data (7-10 photographs of the Arab Uprisings) and organizes them into a collage.	Student partially collects appropriate data (7-10 photographs of the Arab Uprisings) for the analysis and inconsistently chooses data that contains words.	Student does not collect appropriate data for the analysis (small number photographs or photographs from a different context/time period).
Analytical Thinking: Studying Framing	Student undertakes a thorough and rigorous analysis of the photos and identifies and elaborates on key demands among the protestors in the photographs.	Student undertakes an analysis of the photos and identifies key demands among protestors in the photographs.	Student undertakes an analysis of the photos and makes tangential observations about the photos that are not specifically about demands.	Student does not undertake a thorough analysis of the photos and does not identify key demands among the protestors in the photographs.
Application: Applying concepts from the lesson	Student effectively demonstrates a sophisticated understanding of and ability to apply “Middle Eastern exceptionalism” in reflecting upon their collage.	Student generally demonstrates a sophisticated understanding of and ability to apply “Middle Eastern exceptionalism” in reflecting upon their collage.	Student somewhat effectively demonstrates an understanding of and ability to apply “Middle Eastern exceptionalism” in reflecting upon their collage.	Student does not effectively demonstrate an understanding of and ability to apply “Middle Eastern exceptionalism” in reflecting upon their collage.

Lesson 2. Framing Justice in #Hashtags: A Legacy of the Arab Uprisings

Overview, Background Resources and Materials Needed

In this lesson, students will learn about the development of hashtag activism and the concept of “framing” to analyze claims being made about injustice and rights in the public arena. Through a focus on the Arab Uprisings and Occupy Wall Street protests, students will learn how to critically examine claims-making and will appreciate parallel values and grievances in movements unfolding in different regions of the world.

Background reading for educators before Lesson 2:

It would be beneficial for the teachers to review:

1. Alessandrini, Anthony C. (2017) **Their Fight is Our Fight: Occupy Wall Street, the Arab Spring, and New Modes of Solidarity Today.** *Is this what democracy looks like?* <https://what-democracy-looks-like.org/their-fight-is-our-fight/> [good resources for educator to appreciate the parallels and connections between the Arab Uprisings and the Occupy Movement and to offer an overview to students]
2. Benford, Robert D. (2013). **Master Frame.** *The Wiley-Blackwell Encyclopedia of Social and Political Movements.* <https://onlinelibrary.wiley.com/doi/full/10.1002/9780470674871.wbespm126>
3. Guesmi, Haythem. (2021, Jan 27). **The social media myth about the Arab Spring.** *Al Jazeera.* <https://www.aljazeera.com/opinions/2021/1/27/the-social-media-myth-about-the-arab-spring> [a good resource to offer students an overview of the strengths and limitations of social media to advance social justice issues]
4. Jackson, Sarah J., Moya Bailey, and Brooke Foucault Welles. (2020). **Introduction: Making Race and Gender Politics on Twitter.** In **#Hashtag Activism: Networks of Race and Gender Justice.** MIT Press (pp.xxv-xxxix). <https://direct.mit.edu/books/book/4597/chapter/211090/Introduction-Making-Race-and-Gender-Politics-on> [a good resource for understanding the connection between how Twitter was used during the Arab Uprisings and the social movements that followed]

Optional Additional Resources for students:

5. Berkowitz, Ben. (2011, Oct 27). “From a single hashtag, a protest circled the world.” *Reuters.* October 27, 2011. <https://www.reuters.com/article/us-wallstreet-protests-social/from-a-single-hashtag-a-protest-circled-the-world-idUSTRE79G6E420111018> [a good source for brief background about Occupy movement and importance of social media]

6. “Hashtag Activism in 2014: Tweeting ‘Why I Stayed’” (audio or transcript available through NPR): <https://www.npr.org/2014/12/23/372729058/hashtag-activism-in-2014-tweeting-why-i-stayed> [a good resource for students to think about how certain stigmatized issues can be discussed through social media and the **strengths** of hashtags in creating opportunities for people to connect around a social inequality]

Key Terms in Lesson 2:

- **Activism:** The process of people organizing around particular social and political issues to advance awareness and/or bring about social change.
- **Arab Spring:** The wave of protests and revolutions against authoritarian regimes across North Africa and the Middle East during 2010 and 2011. Observers referred to the protests and revolutions as a “spring” to connote new beginnings and a shift from authoritarian rule. The term “spring” also connects to several historical events, including a wave of revolutions in 1848 against monarchies in Europe (referred to as the “Springtime of Nations” or “Springtime of the Peoples”) and reforms undertaken in Czechoslovakia in the 1960s deemed the “Prague Spring.”
- **Arab Uprisings** (the term used in this module): The wave of protests against authoritarian regimes across North Africa and the Middle East during 2010 and 2011. The term emphasizes the events as “uprisings” because many of the states did not experience revolutions or fundamental changes to the political and social structures that govern everyday life. In this way, the events did not usher in new beginnings in most states, which the term “spring” implies.
- **Hashtag:** A term that refers to the symbol “#” (also called the “pound sign”) that was used throughout the 1990s to organize content on internet forums. The symbol came to prominence on Twitter as a tool to connect conversations and people and by 2010 had been adopted on a range of platforms including Facebook, Instagram, Tumblr, and TikTok, among others.
- **Framing:** The way in which social movements attempt to convey information to the public to convince people to join a social movement or see a social issue from a particular perspective.
- **Injustice frames:** Claims to a particular issue as being an injustice and in need of remediation.
- **Rights frames:** Claims that a particular community is denied and deserving of certain rights or that a particular issue should be considered a type of civil right, such as “health is a human right.”
- **Occupy Wall Street:** A social movement that began in Zuccotti Park, which is in the Wall Street financial district of New York City, in September 2011 to contest wealth inequality in the United States. Referring to themselves as the “99 percent,” protestors critiqued the structure of the economic system in the US, arguing that it is designed to favor the world’s wealthiest social classes and leaves most people (“the 99 percent”) vulnerable to economic insecurity. The movement consisted of protestors physically occupying public spaces, including city halls and public streets. The protests spread across the world and protestors occupied public spaces for months.

Materials Needed for Lesson 2:

1. Lesson 2 Slide Deck
2. Lesson 2, Handout 1: **Arab Spring (Uprisings) vs Occupy Wall Street in Tweets** (1 per student)
3. Kendall-Taylor, Nat and Sean Gibbons. (2018, April 17). Framing for Social Change. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/framing_for_social_change (shared electronically)
4. #MoveMe: A Guide to Social Movements & Social Media: This website provides overviews of specific hashtags associated with recent and contemporary social movements, including the Arab Uprisings. <https://moveme.berkeley.edu> (shared electronically)

Lesson 2. Framing Justice in #Hashtags: A Legacy of the Arab Uprisings

Learning Plan

Opening – 5 minutes

Purpose: The pair share opening question gets students thinking about how they use social media and how hashtags orient understandings of particular issues.

[Lesson 2 Slide Deck, Slide 2] Open up the lesson with the questions: **“How do you use hashtags on social media?”** and **“What makes a good hashtag?”**

Invite students to share their thoughts together in pairs.

After student pairs share together for 4-5 minutes, invite pairs to offer examples to the larger class and talk through themes in student responses, which might include that they use hashtags for advancing a particular cause/issue, to connect with other people, to participate in a campaign, etc.

Key Concepts – 15 minutes

Purpose: The lesson introduces students to how issues in society are always being “framed” by social actors to direct interpretations of reality. The lesson focuses on social media as an example to which students can likely relate.

Provide an overview of the rise of activism on social media, particularly the way in which it was accelerated during the Arab Uprisings (see educator reading by Jackson et al. for details about the significance of social media).

[Lesson 2 Slide Deck, Slide 3]. Key points to highlight:

- Historic use of “#” to group conversations on the internet, its circulation on Twitter starting in 2007, and its subsequent move to other platforms, such as Instagram, Facebook, and Tumblr
- Benefits of hashtags:
 1. Unite publics and mobile people for particular causes, especially those that might not otherwise garner significant attention
 2. Allow for more horizontal, democratic exchange of ideas because average people have access to the platform and can contribute to the conversation

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3. Permit quick exchange of time-sensitive information
4. Allow circulation of information in less regulated ways, especially from government interference, as in the case of dictatorships in the Middle East and North Africa. In other words, it provided the opportunity for average people to “frame” issues to the public in new ways.

[Lesson 2 Slide Deck, Slide 4] Outline the concept of framing (see student reading by Kendall-Taylor & Gibbons and Slides provided with the module). **In brief, framing describes how social movements attempt to convey information to the public to convince people to join a social movement or see a social issue from a particular perspective.**

[Lesson 2 Slide Deck, Slide 5] An analogy of a picture frame might be helpful for students: a picture frame determines what is seen and what is left out (beyond the edge of the frame). This determines what a viewer sees and, by extension, thinks about what they are observing. All social actors – politicians, activists, journalists – make decisions about what to include in discussions of social issues and what to omit. Some examples of framing could include social movement names (such as Black Lives Matter, which directs attention to the sanctity of life and makes it difficult for an observer to disagree) or slogans (“We are the 99%” from the Occupy movement, which creates a sense that everyone who is not an elite is harmed by wealth inequality and should join the Occupy movement).

[Lesson 2 Slide Deck, Slide 6] Outline types of frames that are common to social movements. Frames can take many forms and important frames in social movements are

1. “injustice frames” – claims to a particular issue as being an injustice and in need of remediation, and
2. “rights frames” – claims that a particular community is denied and deserving of certain rights or that a particular issue should be considered a type of civil right, such as “health is a human right” (see educator reading by Benford for more detail).

Invite students to think about “injustice frames” or “rights frames” that they have observed in popular culture as an exercise in apprehending the lesson. For example, LGBTQIA+ claims to a “right to marry” is an example of a “rights frame” to contest an injustice.

Application – 15 minutes

Purpose: This activity draws upon hashtags on social media as an example for students to consider how issues are framed to the public. It also provides them with an opportunity to observe similarities and differences across movements in different regions of the world to help students appreciate parallels between struggles related to inequality.

[Lesson 2 Slide Deck, Slide 7] Distribute to students Lesson 2, Handout 1: **Arab Spring (Uprisings) vs Occupy Wall Street in Tweets**. Students will compare and contrast framing in tweets about the protests

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in North Africa and the Occupy protests. Remind students that while the protests were initially framed as the Arab Spring, they eventually came to be known as the Arab Uprisings since many of the states did not experience revolutions or fundamental changes to the political and social structures as was the hope at the time. In this way, the events did not usher in new beginnings in most states, which the term “spring” implies. Thus, at the time of these tweets, #ArabSpring was the hashtag in circulation.

To begin the activity, organize students in groups of 3-4 students.

Instruct students to read closely the tweets associated with #ArabSpring and #OccupyWall Street.

After reading through the tweets, ask students to **talk together in their groups about what kinds of vocabulary they observe in the framing of demands in both the Arab Spring (Uprisings) and the Occupy Wall Street tweets.**

Using the Venn diagram on the handout, instruct students to make notes of the framing vocabulary that they observe for each tweet and whether they see any similarities in the framing of the issues.

After comparing and contrasting, students should answer the last question on each side of the diagram to indicate whether they think the claims are “injustice frames,” “rights frames,” or both types.

Debrief – 10 minutes

Purpose: The post-activity debrief session teaches students how to interrogate framing and to appreciate how social actors can have a range of perspectives on social issues. It also provides an opportunity to reinforce how frames can take multiple forms, such as “rights frames” or “injustice frames.”

Invite student groups to rejoin the larger class and share their observations from the handout about the differences and similarities across the framing in the #ArabSpring and #OccupyWallStreet hashtags. Ask students to consider whether the frames exhibit a claim about injustice (“injustice frame”) or rights (“rights frame”) to further explore the claims-making in these movements. In the debrief, an important emphasis should be on how social inequality and injustice are common grievances around the world but may be expressed differently across cultures and geographies.

Homework or Extension Activity

Purpose: The homework activity builds on the in-class lesson and allows students to critically consider how social issues are framed to the public. This exercise will expose students further to the role of social media as a source of representation and how it orients understandings of social issues.

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Ask students to choose a recent or currently circulating hashtag in popular culture related to a social justice issue. Each student will examine their selected hashtag from the perspective of framing.

Instruct each student to collect (screen capture or copy/paste) 10-15 tweets invoking the hashtag. Each tweet should include words; images are also acceptable if they are accompanied by words. Note: students should search using the hashtag symbol (i.e., #MeToo) rather than embarking on a general search on Twitter (i.e., searching “MeToo” without the hashtag).

Ask students to closely read all tweets and, based on their observations, write a brief one-page essay about how the issue is being framed to the public. Some structuring questions for their essay include:

1. What are some common vocabularies used to frame the issue? (identify particular words, sentiments, or phrases that are common to some of the tweets)
3. “Who” is being identified in the framing as responsible for and/or harmed by the social issue?
4. Does the framing mobilize an “injustice frame,” a “rights frame,” or a combination of both?

Students may be assessed per the rubric accompanying the module.

Lesson 2. Framing Justice in #Hashtags: A Legacy of the Arab Uprisings

Student Handouts and Supplementary Teaching Materials


1. Lesson 2 Slide Deck Preview (7 slides) [slides to be downloaded separately]
2. Lesson 2, Handout 1: **Arab Spring (Uprisings) vs Occupy Wall Street in Tweets**
3. Lesson 2, Educator Resource 1: (Optional) Rubric to assess extension activity / homework

Lesson 2 Slide Deck Preview (7 slides)

Framing Justice in #Hashtags: A Legacy of the Arab Uprisings

Module 10, Lesson 2

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How do you use hashtags on social media?

What makes a good hashtag?

The Rise of Activism on Social Media


Historic use of "a"

- Group conversation on the Internet
- Circulate on Twitter in 2007
- Move to other platforms (e.g., Instagram, Facebook, Tumblr)

Benefits of hashtags

- Unite public and mobile people for particular causes
- Allow for more horizontal, democratic exchange of ideas
- Permit quick exchange of time-sensitive information
- Allow circulation of information on issues in less regulated ways (i.e., frame)

What is "framing"?



Framing is...


- What we choose to say and how we choose to say it
- What we leave unsaid
- The values we use to build support for a cause
- Tone, numbers and statistics, solutions, and visuals
- Shaping how we think and feel, and what we do

Framing refers to the process by which social actors convey information (through words, images, and symbols) in order to convince people to take a particular perspective on an issue.

Framing can also direct attention to the "who" or "what" is **responsible** for a social problem AND who is **harmed by** a social problem

- "Who" is **responsible** for mandating masks? (Individuals, the government?)
- "Who" is **harmed by** wearing masks? (unvaccinated, first responders?)

Both positions appeal to American values of individualism and freedom and use symbols of American patriotism (red, white, blue colors)



Framing Analogy

A picture frame determines what is seen and what is left out (beyond the edge of the frame)

Types of Frames

Think about "injustice frames" or "rights frames" that you have observed in popular culture.

Frames can take many forms. Two forms are:

- Injustice frame:** language and images that appeal to the audience by claiming that a particular issue is unjust.
- Rights frame:** language and images that appeal to the audience by claiming that a particular issue concerns someone's rights.



Injustice frame: accessing vaccines in low-income countries is justice.

Rights frame: having a vaccine passport is framed as a violation of people's rights.

Application to #Occupy and #ArabSpring

The Arab Uprisings were popularized, including through hashtags, on media such as Twitter and Facebook, subsequently influencing other protests around the world.

In particular, the Arab Uprisings influenced the Occupy Protests that began in NYC in 2011 to contest extreme wealth inequality.



From Arab Uprising protest in
Tunisia and Egypt

From Occupy protest in
Frankfurt, Germany

Lesson 2: Arab Spring (Uprisings) vs. Occupy Wall Street Tweets

#ArabSpring vs. #OccupyWallStreet

 **Adriel Hampton** @adrielhampton · Jan 31, 2011 ...
'We are going to do our march, and do our protest, and Mubarak is going to be out.' <http://bit.ly/eajNU3> via @speak2tweet #egypt
🗨️ 2 ❤️ 0 ↗️


 **Sāte' ساطع** @sate3 · Jan 31, 2011 ...
Dear America: You're either with us or with the terrorists. Sincerely, The People of #Egypt. #Jan25 #Feb1 #1M
🗨️ 12 ❤️ 2 ↗️


 **Salil Shetty** @SalilShetty · Jan 31, 2011 ...
#Jan25#Egypt, Egyptians want to define their own human rights-respecting future, the world has to respect their right to do so
🗨️ 19 ❤️ 3 ↗️


 **شوقي** @Boukacheche_TN · Feb 17, 2011 ...
The People want to reform the regime+martyrs=The People overthrow the regime! #bahrain #feb14 #libya #feb17 #sidibouزيد #jan25 #jordan #gaza
🗨️ 3 ❤️ 0 ↗️


 **Castan Centre** @CastanCentre · Feb 16, 2011 ...
Libyans getting out on streets in advance of planned day of rage against Gaddafi on #Feb17: <http://pulsene.ws/11uLP> #Libya #sidibouزيد
🗨️ 0 ❤️ 0 ↗️


 **Leila** @oranaise · Jan 31, 2011 ...
GAME OVER #Mubarak- step down now w/ what little dignity you have left. Else, #Anonymous will make you crawl. #Egypt #Jan25 #Anony_Ops
🗨️ 4 ❤️ 0 ↗️


 **GalindaTheGoodWitch** @xxDianeMariexx · Sep 30, 2011 ...
"the demonstrations are to criticize a financial system that unfairly benefits corporations/the rich and undermines democracy" #ows #sept16
🗨️ 2 ❤️ 0 ↗️

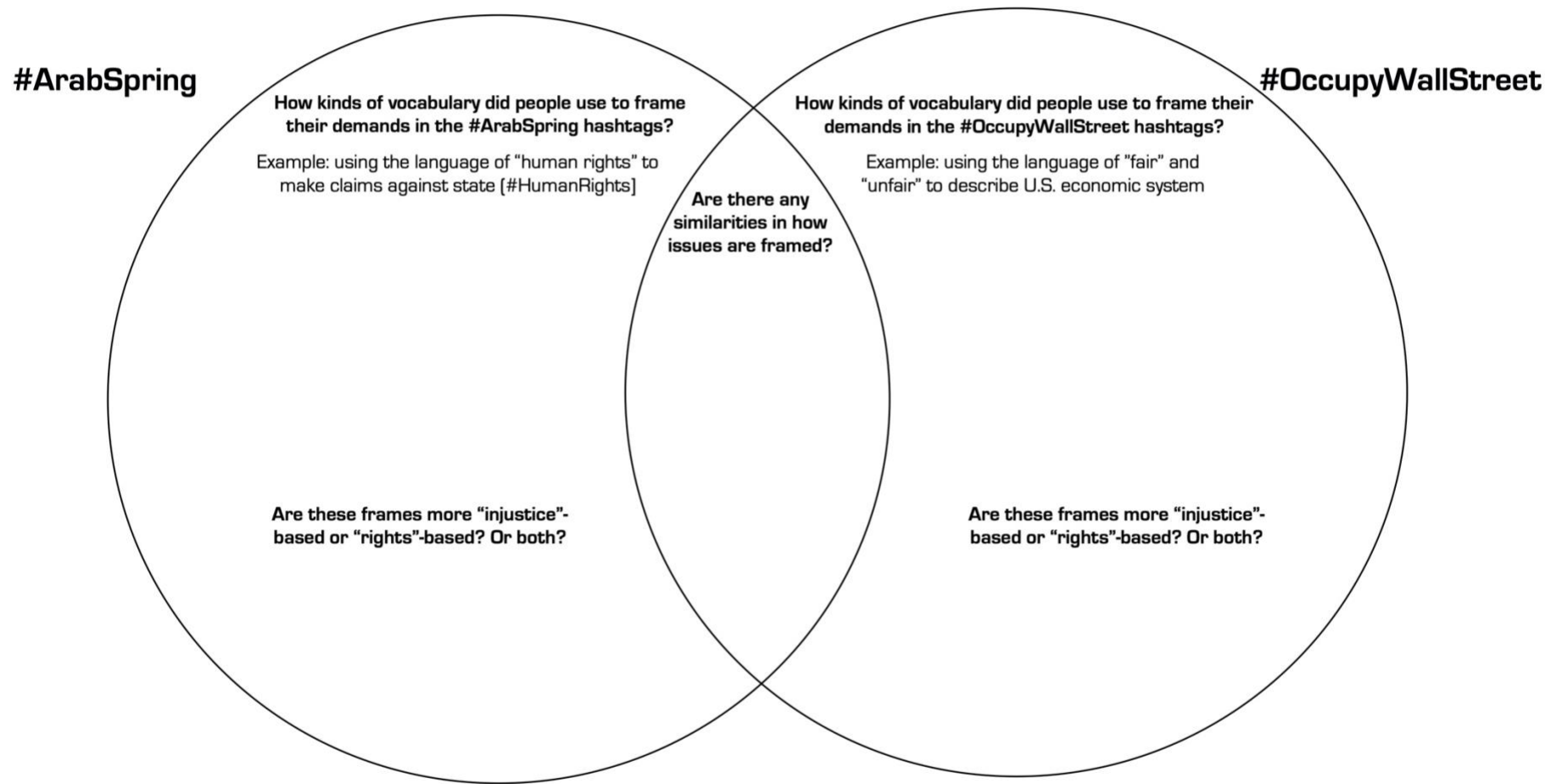
 **Anonymous Prole** @AnonProle · Dec 30, 2011 ...
The Movement is Direct Action. Direct Action is The Movement. We are all Direct Action. We are the 99%. #OCCUPYWALLSTREET
🗨️ 1 12 ❤️ 2 ↗️

 **Planetary Citizens** @GaianCollective · Sep 29, 2011 ...
#OccupyWallStreet should really read DISMANTLE WALL STREET & REFORM ECONOMIC SYSTEM!
🗨️ 1 12 ❤️ 0 ↗️

 **Pam Newsjunkie** @pamster99 · Dec 31, 2011 ...
So sick of hearing the lie "we're broke". 99% just not getting fair share of wealth they help create tinyurl.com/y2b9k57 #wiunion #ows
🗨️ 3 1 ❤️ 0 ↗️

 **J. Donnelly** @jdonn82 · Sep 30, 2011 ...
This isn't about left or right, it's about right and wrong. #occupywallstreet #OccupyAlbany #occupyutica #occupybuffalo #ows
🗨️ 4 ❤️ 0 ↗️

 **redmarcopolo** @zuccottipark · Dec 31, 2011 ...
Why we occupy? We have no other way of being heard. We can't buy media we can't buy politicians. So we camp! #ows #occupy
🗨️ 1 10 2 ↗️



Module 10 Homework Assignment Rubric**Lesson Plan 2: Homework “Study a Hashtag”**

Criteria	Highly Developed	Developed	Emerging	Initial
Accuracy: Data collection of tweets	Student effectively collects appropriate data (10 to 15 tweets) for the analysis and chooses data that contains words.	Student mostly collects appropriate data (10 to 15 tweets) for the analysis and chooses data that contains words.	Student partially collects appropriate data (10 to 15 tweets) for the analysis and inconsistently chooses data that contains words.	Student does not collect appropriate data for the analysis (small number of tweets or several tweets without words).
Analytical Thinking: Studying Framing	Student undertakes a thorough and rigorous analysis of the tweets and effectively answers all structuring questions in the assignment.	Student undertakes a thorough and rigorous analysis of the tweets and effectively answers most of the structuring questions in the assignment.	Student undertakes an analysis of the tweets and answers some structuring questions in the assignment.	Student does not undertake a thorough analysis of the tweets and answers few of structuring questions in the assignment.
Application: Applying concepts from the lesson	Student effectively demonstrates a sophisticated understanding of and ability to apply “injustice frames” and “rights frames” to their specific case study.	Student generally demonstrates a sophisticated understanding of and ability to apply “injustice frames” and “rights frames” to their specific case study.	Student somewhat effectively demonstrates an understanding of and ability to apply “injustice frames” and “rights frames” to their specific case study.	Student does not effectively demonstrate an understanding of or ability to apply “injustice frames” and “rights frames” to their specific case study.

Appendix to Module 10: Youth Activism in Global Perspective

Curriculum Framework

Goal

Students will be able to use their independent learning to critically assess representation of the Middle East and North Africa by exploring the Arab Uprisings from the perspective of protestors and analyzing connections between the Arab Uprisings and social movements in the United States during this time period. Students will be able to analyze the ways in which social justice claims are articulated and how issues are framed to the public.

Essential questions

1. How do the Arab Uprisings challenge long-standing stereotypes of Muslims and the Middle East and North Africa?
2. What perspectives ought we consider when examining social and political life in other regions of the world and in our own geographic contexts?
3. What is “framing” and in what areas of social life might we encounter it?

Understandings

Students will understand that...

1. the Middle East and North Africa is a diverse region where people have a range of perspectives on politics and social life.
2. protestors during the Arab Uprisings engaged in protest to contest state-sanctioned violence and injustices.
3. social media emerged during this period as an important medium to advance social justice causes.

Knowledge

Students will know...

1. which countries constitute the MENA region.
2. how politics in the Middle East has been understood historically.

Skills

Students will be able to...

- critically assess how the Middle East is represented in popular culture.
- develop skills to critically analyze claims-making in public discourse as it relates to social and political issues.

Summary of Performance Tasks (Assessment)

1. **Examine Protest Photography:** In Lesson 1, students will examine photographs of Arab Spring protests in several countries in North Africa and, as a homework assignment, will create a collage of photographs to represent key themes in the protests. The collage will provide students the opportunity to “re-represent” the Arab Uprisings to their peers and to contrast some of the key grievances and demands during the protests to the notion of “Middle Eastern exceptionalism.”
2. **Research a hashtag:** In Lesson 2, students will research a Twitter hashtag related to Arab Spring protests in 2010/2011 and Occupy protests to examine with peers how actors frame issues associated with these movements. As a homework assignment, they will choose a contemporary hashtag associated with a social justice cause and write an essay about the claims made in the hashtag and offer a critical analysis of the framing implications of the hashtag.
3. **Debriefs and whole-class discussions:** In each lesson, students will apply key concepts in groups or individually, then return to the whole class space to articulate their findings and takeaways.

Common Core Standards

History/Social Studies 11th and 12th Grade

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

About the Contributors:

Amina Zarrugh is a sociologist who studies politics, race and ethnicity, and gender in North Africa and in the United States. She researches and teaches on a wide variety of political and social issues ranging from social movements in Libya to post-9/11 racial politics and policies in the United States. Her work has appeared in academic journals such as *Ethnic and Racial Studies*, *Critical Sociology*, *Middle East Critique*, *The Journal of North African Studies*, and *Teaching Sociology*, among others.

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